



2005-2006 NASDSE SATELLITE CONFERENCE SERIES

What is the NASDSE Satellite Series?

The National Association of State Directors of Special Education (NASDSE) with support from the Pennsylvania Department of Education and the Pennsylvania Training and Technical Assistance Network (PaTTAN), presents our Ninth Annual Satellite Conference Series. Topics for the conferences are consistent with the theme of educating all students, including students with disabilities, by implementing and sustaining emerging practices and implementing the new IDEA to effectively support students as they learn. Experts will provide important information on these high-interest topics to an audience that includes state directors of special education, state agency staff, local administrators, teachers, related service providers, higher education faculty, families and other stakeholders. These telecasts bring nationally recognized experts to your state using satellite technology, providing an affordable means of quality personnel development for a variety of stakeholders.

How do I get the NASDSE Satellite Series?

To bring the NASDSE Satellite Conference Series to your state, you will need to have access to a site with C-band satellite signal capability. You may also develop agreements with other sites that have this capability. Sites with this capability might include public schools, libraries, technical or trade schools, community colleges, universities and hospitals. You are not limited to hosting just a few links – be innovative with your resources! Some states downlink live and host interactive discussions while they record the presentation for future professional development use. Other states distribute videos of the conferences in each school library for in-service purposes. The conferences can be delivered to an unlimited number of downlink sites in your state via satellite. You can determine the best ways to utilize these conferences to train all special education stakeholders in your state.

What is the cost of the NASDSE Satellite Series?

The cost to receive all of the conferences is \$4,500 for NASDSE members. When you purchase the series you will receive two Reading Rockets conferences as a FREE BONUS. This fee includes unlimited downlink sites, unlimited video taping rights and unlimited rebroadcast rights for in-state educational, non-commercial use.

A state contact person should be designated on your state's registration form. This contact person will be your state's direct link to NASDSE and will be responsible for disseminating information within your state. A packet of support materials will be provided to your state contact approximately two weeks before each broadcast.

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TOPICS

September 21, 2005 1-3 pm EDT

Getting the Most Out of Your Partnerships: Using Knowledge Management and Communities of Practice

Some of the most persistent problems in implementing IDEA require that we reach out to meaningfully engage others in creating near-term approaches that lead to long-term solutions. Yet, many of our past and current strategies have been limited in their ability to bring *all* of the stakeholders to the table around a common purpose. Recently, a new strategy, *Communities of Practice*, has surfaced as an important resource for managing knowledge within and across organizations and among individuals who share a common sense of purpose. The presenters will address a 'new way' of working to maximize collaboration, build shared accountability and achieve new levels of productivity. The presentation will include examples of how *Communities of Practice* can be built at federal, state and local levels to break down barriers and make the most of partnerships.

Presenters: Joanne Cashman, Director, IDEA Partnership at NASDSE
Max Donatelli, Parent Advocate and Executive Director, Parent Network of Western New York
Matt Giugno, New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities
Gerald Mager, Professor in Teaching and Leadership Programs, Syracuse University School of Education, Co-Director, New York Higher Education Support Center for SystemsChange
Melissa Price, Project Coordinator, New York Higher Education Support Center for SystemsChange, School of Education at Syracuse University
Lisa Thomas, Assistant Director in Educational Issues, American Federation of Teachers (AFT)
Lawrence Waite, Associate, Division of Research and Educational Services, New York State United Teachers (NYSUT)

Moderator: Bill East, Executive Director, NASDSE

November 9, 2005 1-3 pm EST

Making Response to Intervention (RTI) Work in Schools

Last year, an expert panel led one of our satellite conferences, "Addressing the Needs of Students with Learning Difficulties through the Response to Intervention (RtI) Strategy." That conference discussed the definition of RtI, current research, state and local models and what RtI means for students with disabilities and the Specific Learning Disability (SLD) category. This year we are shifting our focus to the next level: what does this concept look like as it is being implemented in selected schools? Dr. Tilly will facilitate a discussion with a school team including a principal, teacher and support person to demonstrate how the RtI concepts are infused into a school's curriculum for all students.

Presenters: Lowell Ernst, Director of K-12 Instruction, Pella Community School District, Pella, Iowa
Brian Miller, Principal, Jefferson Elementary, Pella, Iowa
Wendy Robinson, Literacy Trainer, Heartland AEA 11, Iowa
David Tilly, Ph.D., Coordinator of Assessment Services, Heartland AEA 11, Iowa

Moderator: Bill East, Executive Director, NASDSE

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TOPICS

March 15, 2006 1-3 pm EST

The 2005 IDEA Regulations: What They Mean for Implementing the Nation's Education Law for Individuals with Disabilities

With the statutory and regulatory language in place for IDEA 2004, it is important to understand how states and schools should go about implementing this new law for students with disabilities. During the regulation process for IDEA 2004, NASDSE emphasized 'accountability with flexibility.' This panel of experts represents a number of stakeholders involved in education and services for children and youth with disabilities. The presenters will address the new implementing regulations and the law and provide viewers with information about what flexibility has been given and how states, local districts and schools are accountable for the students they serve.

Presenters: Steve Milliken, President, Council of Administrators of Special Education (CASE)
Patty Ralabate, Senior Professional Associate for Special Needs, National Education Association (NEA)
Jacque Thompson, Michigan State Director of Special Education, NASDSE Board of Directors
Kathy Whitmire, Director of School Services, American Speech-Language-Hearing Association (ASHA)

Moderator: Nancy Reder, Deputy Executive Director, NASDSE

May 3, 2006 1-3 pm EDT

Making the Grade: Effective High Schools For All Students

The International Center for Leadership in Education, with funding support from the Bill and Melinda Gates Foundation and the Council of Chief State Schools Officers (CCSSO), has been conducting research to find the best high schools in the country. This conference focuses on the characteristics that make the identified high schools effective for all students, including students with disabilities. States across the country are focusing on making challenging content required by the No Child Left Behind Act (NCLB) in all core subject areas available to all students, assessing students on that content and reporting results to the public. Effective models help illustrate the promising practices employed by highly successful schools. The presenters will report the results of their research and focus on what works in the successful high schools of today.

Presenters: Larry Gloeckler, Executive Director, the International Center for Leadership in Education
Ray McNulty, Senior Consultant and Executive Director of the Successful Practices Network, the International Center for Leadership in Education

Moderator: Bill East, Executive Director, NASDSE

ABOUT THE PRESENTERS...

Joanne Cashman is the Director of The IDEA Partnership at NASDSE. The Partnership is an innovative investment by The Office of Special Education Programs (OSEP) at the US Department of Education to bring state education agencies and national organizations together and focus them on improving outcomes for students with disabilities. The Partnership affiliates 53 national organizations that represent policymakers, service providers, administrators and families. Before joining NASDSE, Dr. Cashman served as the project director of The Interdisciplinary Doctoral Training Program at The George Washington University (GWU). She continues to be a frequent lecturer in special education policy and interagency service coordination at GWU. Prior to coming to Washington, Dr. Cashman was concurrently building principal and supervisor of special education for the Shikellamy School District in Sunbury, Pennsylvania. She worked for 27 years to improve disability education and awareness at the local and state level and continues to work with the Pennsylvania Bureau of Special Education and the Pennsylvania Interagency Team. Dr. Cashman is a frequent presenter for state and national audiences and has authored articles, practice manuals and book chapters. Her research interests include: shared policy agendas and cross-cutting policy strategies; service learning; self-determination and self-advocacy for individuals with disabilities; organizational learning; knowledge management and communities of practice.

Max Donatelli is the proud father of two children, Connie, 25 and Craig, 16; and is married to Joyce Donatelli. Craig has special needs (Down syndrome) and is a high school student in the Frontier Central High School, Town of Hamburg, NY. Mr. Donatelli has been working as an advocate for children even more passionately since his son, Craig, was born. Mr. Donatelli serves as chair of the Erie County Hard to Serve Committee; is secretary of the Good Schools for All, an organization that actively supports the Buffalo Public Schools, is a parent member on the Erie County Association of School Boards Regionalism and Shared Services Task Force and is currently member and former president of the Frontier Special Education PTA. Mr. Donatelli is a parent member of the NYS Education Department Commissioner's Advisory Panel for Special Education, a member of Leadership Buffalo and is actively involved in helping launch Erie County's Family Justice Center. He has worked professionally with Baker Victory Services, in Lackawanna, for over 31 years and is currently director of care management and is co-founder of Baker Victory Services Parent Advisory Board. He has worked in the past directly with disadvantaged, socially and psychologically challenged youth and families in the residential and preventive services programs. Recently, he restarted the Parent Network of WNY in 2001 as executive director, in downtown Buffalo, NY; which provides training, information, referral and support to parents/caregivers of individuals with special needs.

Lowell Ernst is the Director of K-12 Instruction for the Pella Community School District in central Iowa. Mr. Ernst has taught middle and high school science as well as being an Associate High School Principal. He is entering his eighth year in his current position. During his career at Pella, he has focused on data-based decision making to find appropriate instructional strategies for all students. The Pella schools work with the development of targeted reading programs to remediate student needs prior to special education continues to be a passion for the school system. The results have shown that students' improvement is enhanced by finding the proper data and using it to match instructional programs to specific needs.

Lawrence C. Gloeckler is the Executive Director of the Special Education Institute at the International Center for Leadership in Education in Rexford, New York. In this role he works with state education agencies, universities and local school districts throughout the country on strategies to improve performance for students with disabilities. He also speaks about these issues at national and regional meetings of school district personnel and educational organizations. He is currently working with the state education agencies in Iowa, Nevada and Vermont on efforts to improve performance for students with disabilities and at-risk populations. He is also working with the North Carolina State Education agency and the University of North Carolina at Charlotte in analyzing local school district special education data to assist districts in improving performance for these students. From 1989-2003 Mr. Gloeckler served as Deputy Commissioner for the New York State Education Department. In this role, he served as both state director of special education and state director of vocational rehabilitation, as well as being responsible for administering the state's Independent Living program. In November 1999, he received the Heritage Award, given by NASDSE to a person who has made an outstanding contribution to the field of special education.

Matthew Giugno is an Associate in Staff Development at the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities. He has worked in the special education unit at the New York State Education Department for the past 21 years. Prior to that, Mr. Giugno was an administrator at the United Cerebral Palsy Center of the Capital District. He has previous experience with the Questar Board of Cooperative Educational Services (formerly the Rensselaer-Columbia-Greene BOCES) and with the New York City Health and Hospitals Corporation. He is currently the Program Manager for the State Improvement Grant and oversees the contract with the Higher Education Support Center at Syracuse University.

ABOUT THE PRESENTERS...

Jerry Mager is Professor in Teaching and Leadership Programs, in the School of Education at Syracuse University. He began his career as a middle school teacher in Beachwood, Ohio, close to where he completed his undergraduate study and masters at John Carroll University. Dr. Mager completed doctoral studies at Ohio State University, specializing in teacher education, supervision, and curriculum; he developed long term interest in studying teaching as a career. When he came to Syracuse University, he first served as the Coordinator of the Jamesville-DeWitt/Syracuse University Teaching Center. For ten years in this post, he worked with preservice students in field settings and with inservice teachers on matters of their professional development. He has served as a member of the NYS Teacher Certification and Practices Board for six years, advising on matters of policy and practice related to teacher education and professional reform. He continues to teach in the undergraduate and graduate teacher preparation programs, and in the Educational Leadership program. He coordinates the doctoral program in Teaching and Curriculum. He serves on the New York State Professional Standards and Practices Board for Teaching.

Ray McNulty is a Senior Consultant for the International Center for Leadership in Education and Executive Director of its Successful Practices Network. Prior to joining the International Center, he was a Senior Fellow at the Bill and Melinda Gates Foundation, where he worked with leading educators from around the country to reinvent our nation's high schools. He also serves as immediate past president of the Association for Supervision and Curriculum Development (ASCD). An educator since 1973, Mr. McNulty has been a teacher, vice principal, principal and superintendent. From 2001-03, he served as Vermont's education commissioner. During his tenure, McNulty focused on aligning the department work on three key issues: early education, educator quality and secondary school reform. He has presented on the state, national and international levels concerning the need for school systems to accept the challenges that lie ahead. He is committed to raising the performance standards for both teachers and students and building solid connections between school and communities. Mr. McNulty believes strongly that educational systems cannot wait for children and challenges to arrive at school; rather, schools need to reach out and help forge solutions.

Brian Miller is the principal at Jefferson Elementary in Pella, Iowa. Jefferson Elementary is a K-5 building with an enrollment of 500 students. Mr. Miller has taught third and fourth grade as well as being an athletic director. He is entering his seventh year at Pella. The Pella Community School district has worked collaboratively with Heartland Area Education Agency and Central College to create a schoolwide reading model. This model has allowed students to continue to receive effective reading instruction in the general education setting at the core, supplemental, and intensive levels of intervention.

Steve Milliken is currently the President of the Council of Administrators of Special Education (CASE). CASE has an international membership of approximately 4800 members. Prior to becoming President, he served for six years on the executive committee. Mr. Milliken is past president of the Nebraska Association of Special Education Supervisors and served for three years on the executive committee of the Nebraska Council of School Administrators. He is currently the Director of Special Services for Westside Community Schools in Omaha, NE. He has been a special education director for 20 years in the state of Nebraska. Mr. Milliken also taught for 10 years in special education programs serving students who are learning disabled, behavior disordered and severely cognitively delayed. He has a BA and a Masters Degree in Special Education and a Specialist degree in School Administration.

Melissa Price's commitment to inclusive programs grew from her years of service as a special education teacher in all types of special education settings in Whitney Point, Binghamton and Greene, New York. In 1991, her experiences as an inclusive classroom teacher led her to a position as a SETRC Coordinator for the Delaware-Chenango-Madison-Otsego BOCES region. She is certified in general education (N-6) and special education (3-21) and has served a broad range of students over the years. She earned her B.S. Ed. in Special Education at Mansfield University, Mansfield, Pennsylvania and her Master's Degree in Reading and Special Education at Binghamton University. Ms. Price joined the SystemsChange Project in 1996 and is currently a doctoral student at Syracuse University. She has served as a consultant and presenter on inclusive education, gaining recognition at the local, state and national levels.

ABOUT THE PRESENTERS...

Patti Ralabate joined the National Education Association's (NEA) Student Achievement Department as the Senior Professional Associate for Special Needs in January 2002 after 27 years of teaching. She serves as NEA's key expert on special education. In her current position, she coordinates the work of the NEA IDEA Cadre and develops programs to support NEA members who work with students with disabilities. She authored *Meeting the Challenge: Special Education Tools that Work for All Kids* (2002) and *Advocating for Special Education Working Conditions* (2004). She also co-authored *The New IDEA Survival Guide* (2000), *IDEA and NCLB: The Intersection of Access and Outcomes* (2004) and edited *The Accessible Classroom Primer CD* – all excellent resources for school personnel. Ms. Ralabate serves as NEA's representative on several national leadership groups, including the IDEA Partnership, National Alliance for Secondary Education and Transition, National Center on Student Progress Monitoring Advisory Board, National Accessible Reading Assessments Project Advisory Committee and State Accountability for All Students Advisory Board. She received her BS in Education from the State University of New York at Fredonia, NY, her MA in speech-language pathology from the University of Massachusetts and is a doctoral candidate at George Washington University in Washington, DC.

Wendy Robinson has worked at Heartland AEA 11 for 23 years. She has a B.A. and M.A. in Speech-Language Pathology. She has worked as a school-based team member to support problem-solving and response to intervention at the individual student and systems level for the past 10 years. Ms. Robinson is currently a literacy trainer supporting districts, administrators, teachers and AEA staff in school-wide literacy systems and focusing on response-to-intention data to make curriculum and instructional decisions for students.

Lisa Thomas is an Assistant Director in Educational Issues with the American Federation of Teachers (AFT). Ms. Thomas is the AFT's Special Education Cadre Coordinator as well as special education policy analyst. Ms. Thomas represents the AFT in a number of national leadership and coalition groups, including the IDEA Partnership, Center for Evidence Based Practice for Young Children w/Challenging Behavior Advisory Board, National Center on Student Progress Monitoring Advisory Board, National Accessible Reading Assessment Project Advisory Committee, Center on Personnel Studies in Special Education Advisory Committee and State Accountability for All Students Advisory Board. Ms. Thomas is also the AFT's Educational Research and Dissemination Course Coordinator for Managing Anti-social Behavior, Managing Student Behavior for Support Staff and Meeting the Standards for Paraprofessionals. Ms. Thomas received her undergraduate degree from the University of

Alabama, Tuscaloosa, Alabama. She completed master course work at the College of Charleston, Charleston, South Carolina in Early Childhood Education and received a M.A. in Special Education from Trinity University in Washington, D.C. She is a doctoral candidate at the University of Pennsylvania in Philadelphia, Pennsylvania.

Jacquelyn Thompson is the Director of the Office of Special Education and Early Intervention Services, Michigan Department of Education. She holds a Ph.D. in Family-Child Ecology and Education Administration from Michigan State University, a Master's in Early Childhood Education from MSU and an undergraduate degree in Speech Correction from Brooklyn College of the City University of New York. She was formerly a speech therapist in the public schools of New York, Wisconsin and Michigan; an early childhood educator; and the Coordinator of Early Childhood Programs at the Michigan Department of Education. She was responsible for the development and implementation of *Early On*® Michigan, the infant and toddler early intervention system under Part H/Part C of the Individuals with Disabilities Education Act. Dr. Thompson is a member of NASDSE's board of directors and a member of the Special Education Task Force of the Council of Chief State School Officers (CCSSO).

W. David Tilly currently serves as coordinator of assessment services for Heartland, IO AEA 11, which serves 55 public school districts and 36 accredited nonpublic schools. Prior to joining Heartland AEA, Dr. Tilly was a consultant for assessment, research and innovation at the Iowa Department of Education. Of particular note has been his work with Iowa's Renewed Service Delivery System (RSDS) which foundationally changed the way that special education is conceptualized and delivered in Iowa. Dr. Tilly was principal investigator and primary author of Data Driven Leadership, a grant from the Iowa Department of Education. In this role, he helped develop a four-day curriculum on data-based decision making that all school administrators in Iowa participated in. Additionally, Dr. Tilly helped write and implement Iowa's State Improvement grant, Iowa's Success4 grant and Iowa Special Education Effectiveness-Results – a process that captures important special education results for all special education students. Dr. Tilly is a school psychologist by training. He completed his graduate work at the University of Oregon. Since that time, he has worked as a practicing psychologist, a university trainer at Iowa State University, a state department of education consultant and an administrator. He works regularly with states, school districts, federal offices and national organizations on improving educational results for all children. He is also the author or coauthor of published journal articles, book chapters or books, mostly focusing on education innovation, systems change and improving educational results.

ABOUT THE PRESENTERS...

Lawrence Waite has served as an Associate in the Division of Research and Educational Services with the New York State United Teachers (NYSUT) for the past seven years. NYSUT is statewide union that includes over 525,000 teachers, other school personnel, college faculty, health professionals and retirees. At NYSUT, Mr. Waite assists in developing policy on a variety of educational issues, including special education, and advocating for NYSUT policy at the state level as well as nationally through his involvement with the American Federation of Teachers, NYSUT's national affiliate. Prior to joining NYSUT, Mr. Waite worked for the New York State Education Department where he coordinated the Department's Special Education Policy Unit which addressed multiple issues ranging from preschool education, transition services, educating students in the least restrictive environment, teacher certification and special education funding. Before joining the State education Department, Mr. Waite coordinated BOCES special education programs, conducted teacher training programs and served as a special education classroom teacher. Mr. Waite holds a BS and MS in Special and Elementary Education, a Certificate in Advance Study in School Administration and is currently pursuing a Ph.D. in educational policy and administrative studies at SUNY Albany.

Kathleen Whitmire is Director of School Services for the American Speech-Language-Hearing Association (ASHA). Prior to joining the ASHA staff, she served as a school-based clinician for fourteen years and held positions as a clinic supervisor and lecturer at Syracuse University and as Assistant Professor and Chair of the Communication Disorders Department at the College of Saint Rose. She has served in a variety of capacities for regional and state professional associations and boards, for which she has received two Distinguished Service awards. She is an ASHA Fellow, board recognized specialist in child language and a member of the Inaugural Cadre of Advisors for Specialty Recognition in Child Language. She sits on the editorial board of *Topics in Language Disorders*, and has written and presented extensively at the state and national levels on issues related to the academic and social implications of communication disorders in school-age children and adolescents, with particular interests in language learning disabilities, stuttering and deafness. Dr. Whitmire received her MA, MS, and PhD from the University of Rochester.

Reading Rockets Presents....

2005-2006 Teleconference Series: Achieving Success in Reading

November 2, 2005 Noon - 1 pm EST

Differentiated Reading Instruction: Teaching Every Child

Your free bonus conferences include...

Robert reads well in Spanish but speaks very little English. Marisa has trouble decoding basic stories. And Ms. Johnson, their 2nd grade teacher, must teach them both to read — along with 23 other students. *How?* She must differentiate classroom instruction. ***Teaching Every Child***, the first teleconference in the Reading Rockets 2005-2006 teleconference series, will outline the most effective strategies teachers can use to address the many different needs of each of their students — so that kids capable of learning to read, like Robert and Marisa, won't fall behind.

Panelists: Dr. G. Michael Pressley, Dr. Louise Spear-Swerling and Dr. Carol Ann Tomlinson

March 22, 2006 Noon - 1 pm EST

Building Pre-Reading Skills: From Babbling to Books

Young children who perform better than their peers in reading do so for several reasons, but one of the most overlooked is this — lots of family talk. Far too many young children come to school with poor oral language skills because they just don't know enough words. The good news is that helping a young child is simple. By engaging kids in rich stories and having meaningful conversations with them, you — as a parent or a daycare provider or a preschool teacher — can help improve their oral language skills, which will eventually help them become better readers. ***From Babbling to Books***, the second teleconference in the Reading Rockets 2005-2006 series, will stress the importance of working with young children early to develop language and pre-reading skills. It will provide adults who work with young children with research-based strategies that can help lay the foundation for building strong readers.

Panelists: Dr. Sharon Ramey, Todd R. Risley and Dr. Julie Washington

Sharon Landesman Ramey is the director of the Center for Health and Education at Georgetown University. Drs. Sharon and Craig Ramey are widely considered to have done the most extensive work to date on what permanently enhances development in young children. Their numerous studies have shown dramatic gains in learning and accomplishment as the result of nurturing care in early childhood.

Dr. G. Michael Pressley is a professor of educational psychology and teacher education. In recent years, his most notable work has been documenting the nature of primary-grade classrooms where engagement and achievement are high.

Todd R. Risley is professor emeritus of psychology at the University of Alaska and former professor of human development and senior scientist of the Bureau of Child Research at the University of Kansas. He is the co-author of *Meaningful Differences and Learning to Talk*.

Dr. Louise Spear-Swerling is a professor of special education and the reading and area Coordinator of the Graduate Program in learning disabilities at Southern Connecticut State University. She is co-author of *Off Track: When Poor Readers Become Learning Disabled* and *Teaching for Thinking*.

Dr. Carol Ann Tomlinson is a professor in the Educational Leadership, Foundations and Policy department at the University of Virginia. Her career as an educator includes 21 years as a public school teacher, with 12 years as a program administrator of special services for struggling and advanced learners.

Julie Washington is a professor in the department of Audiology and Speech Language Pathology at Wayne State University. Her research focus is language development and language disorders in African American children at the time of school entry and emergent literacy skills of high-risk preschoolers.

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